

## **Grade 2 ELA Scope and Sequence SY13–14**

| Unit Theme   | Unit Dates<br>and<br>Duration                            | Dates to<br>Assess | Unit Focus   | Reading:<br>Literature<br>RL.2.1, RL.2.2<br>and RL.2.10<br>apply to each<br>unit.<br>** Tested Item | Reading:<br>Informational Text<br>RI.2.1, RI.2.2, RI.2.4<br>and RI.2.10 apply to<br>each unit. | Reading:<br>Foundational<br>Skills<br>RF.2.4 applies to<br>each unit. | Writing       | Speaking and<br>Listening<br>SL2.1, SL.2.2<br>and SL2.6 apply<br>to each unit. | Language<br>L.2.4 applies<br>to each unit.<br>** Tested<br>item |
|--|--|--------------------|--|---|--|---|---------------|--|---|
| 1<br>Plants are<br>Everywhere                            | 8/27/13 to<br>10/17/13<br>(Instructional<br>Days: 36)    | TBD                | Students will learn about plants, their life cycles, and ways in which humans need plants. In reading, students will learn how text features help them deepen their understanding of a topic in an informational text. Students will also learn and practice comprehension strategies, with a particular focus on asking questions. In evidence based response writing, students will respond to text in a variety of ways.  | **RL.2.1<br>**RL.2.2<br>RL.2.7  | **RI.2.1<br>**RI.2.2<br>RI.2.4<br>**RI.2.5<br>**RI.2.7   | RF.2.4 (a), (b)   | Refer to      | SL.2.1<br>SL.2.2<br>SL.2.6   | L.2.1 (b), (d)<br>L.2.4   |
| 2<br>Now and Then  | 10/22/13 to<br>12/20/13<br>(Instructional<br>Days: 40.5) | TBD                | Students trace the development of technology from the past to the present. In reading, students will continue to practice comprehension strategies, with a particular focus on summarizing the main idea and key details of informational texts. Students will also learn how to use a variety of strategies to read and determine the meaning of unknown words. In evidence based response writing, students will write a narrative piece. Students will use details and illustrations to help their readers better understand their writing.   | **RL.2.1<br>**RL.2.2<br>**RL.2.4<br>**RL.2.5<br>**RL.2.7  | **RI.2.1<br>**RI.2.2<br>** <b>RI.2.3</b><br>RI.2.4<br>RI.2.7                                   | RF.2.3 (a), (e),<br>(f)<br>RF.2.4 (c)                                 | o forthcoming | SL.2.1<br>SL.2.2<br><b>SL.2.3</b><br>Sl.2.6                                    | L.2.2 (a), (b)<br>L.2.4<br>L.2.5                                |
| 3<br>Hurricanes,<br>Tornadoes, and<br>Blizzards – Oh My! | 1/7/14 to<br>2/27/14<br>(Instructional<br>Days: 34.5)    | TBD                | Students will learn the science behind extreme weather and how extreme weather affects individuals and communities. In reading, students will focus on visualizing key details from the text, analyzing text structure, and studying how characters respond to events and challenges. They will also infer to determine the meaning of unknown words. In evidence based response writing, students will write an informational piece. Students should use "mentor texts" from reading instruction to help them structure their pieces appropriately.   | **RL.2.1<br>**RL.2.2<br>**RL.2.3<br>**RL.2.5<br>**RL.2.7  | **RI.2.1<br>**RI.2.2<br>**RI.2.4   | RF.2.3 (b), (c)<br>RF.2.4   | iing writing  | SL.2.1<br>SL.2.2<br>SL.2.6   | L.2.1 (a), (e)<br>L.2.2 (c), (d)<br>**L.2.4                     |
| 4<br>Got the Message?                                    | 3/3/14 to<br>5/8/14<br>(Instructional<br>Days: 42.5)     | TBD                | Students will compare and contrast fables, folktales, and fairytales from around the world. In reading, students will infer to determine a fable or folktale's central message or a fairytales lesson and make text-to-text connections. Students will study multiple versions of the same fable, folktale or fairytale to draw out key similarities and differences, as well as analyze characters' points of view in paired traditional an/or fractured fairytales (e.g., The True Story of the Three Little Pigs). In evidence based response writing, students will write an opinion piece. Students should use digital tools to publish their pieces. | **RL.2.1<br>**RL.2.2<br>**RL.2.6<br>**RL.2.9  | **RI.2.1<br>**RI.2.2<br>RI.2.4<br>**RI.2.6<br>**RI.2.8<br>**RI.2.9                             | RF.2.4  | g curriculum. | SL.2.1<br>SL.2.2<br>SL.2.4<br>SL.2.5<br>SL.2.6                                 | L.2.1 (c), (f)<br>L2.2 (e)<br>L.2.3<br>L.2.4<br>L.2.5           |
| 5<br>Exploring the<br>World                              | 5/12/14 to<br>6/19/14<br>(Instructional<br>Days: 26.5)   | TBD                | Students will learn about different continents, regions, and countries with a specific emphasis on our neighbors Mexico and Canada and explain differences between cultures. In reading, students will continue to compare and contrast by making text-to-text connections. Students will also focus on summarizing individual paragraphs and multiparagraph texts. In evidence based response writing, students will write an informational piece. Significant time should be devoted to learning how to peer-edit and peer-revise.   | **RL.2.1<br>**RL.2.2<br>RL.2.4<br>**RL.2.5<br>RL.2.6  | **RI.2.1<br>**RI.2.2<br>**RI.2.4<br>RI.2.6<br>**RI.2.8   | RF.2.3 (b)<br>RF.2.4  |               | SL.2.1<br>SL.2.2<br>SL.2.4<br>SL.2.5<br>SL.2.6                                 | L.2.4<br>L.2.6  |

| Unit<br>Information   | Reading: Literature<br>RL.2.1, RL2.2 and   | Reading: Informational Text   | Reading: Foundational Skills  | Writing                                  | Speaking and Listening<br>SL.2.1, SL.2.2, and SL.2.6 apply  | Language L.2.4 applies to each unit.   |
|---|--|---|---|--|---|--|
|   | RL.2.10 apply to each unit.  | RI.2.1, RI.2.2, RI.2.4 and<br>RI.2.10 apply to each<br>unit.  | RF.2.4 applies to each unit.  |  | to each unit  |  |
| Plants are Everywhere!  8/27/13 to 10/17/13 (Instructional Days: 36)  Students will learn about plants, their life cycles, and ways in which humans need plants. In reading, students will learn how text features help them deepen their understanding of a topic in an informational text. Students will also learn and practice comprehension strategies, with a particular focus on asking questions. In evidence based response writing, students will respond to text in a variety of ways. | RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.  RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | RF.2.4 Read with sufficient accuracy and fluency to support comprehension.  (a) Read on-level text with purpose and understanding.  (b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | Refer to forthcoming writing curriculum. | SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  (a) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  (b) Build on others' talk in conversations by linking their comments to the remarks of others.  SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  (b) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  (d) Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  L.2.4 Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  (a) Use sentence-level context as a clue to the meaning of a word or phrase.  (b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  (c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  (d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

| Information R. L. 2.1, R. 12.2 and R. L. 2.1, R. 12.2, A and R. R. 2.1 apply to each unit.  R. R. 2.1, apply to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.2, R. 12.2, and split to each unit.  R. R. 2.3, R. 12.2, and split to each unit.  R. R. 2.4, applies to each unit.  R. R. 2.1, R. 12.2, R. 12.2, and split to each unit.  R. R. 2.2, R. 12.2, and Split to each unit.  R. R. 2.3, R. 12.2, and Split to each unit.  R. R. 2.4, applies to each unit.  R. R. R. R. 2.4, applies to each unit.  R. R. R. R. R. 2.4, applies to each unit.  R. R. R. R. R. 2.4, applies to each unit.  R. R   | Unit   | Reading: Literature  | Reading: Informational  | Reading:  | Writing                       | Speaking and Listening  | Language  |
|--|--|--|---|---|-------------------------------|---|---|
| R.2.10 apply to each unit.  R.2.1 and answer such questions as who, whort, where, when, why and how to demonstrate understanding of key details in a text.  R.2.2 (Brain for the main feed and determine the meaning of unknown and meaning of the part to the pressure. In reading, shullers will also learn how use a warderly of strategies, with a particular focus on summaring the main feed and key details on a marks. Students will also learn how use a warderly of strategies to read and determine the meaning of and fluency to support comprehension, gather additional information, preceded may be proported to require the meaning of a warderly supply when were detailed and the termine the meaning of a warderly supply when were detailed to the provision.  R.2.4 Describe how words and the secretary of the part to the pressure. Students will also learn how use a warderly of strategies to read and determine the meaning of a words and phrases seeke and per proportion and understanding of a word and phrases in a text.  Students will also learn how use a warderly of strategies to read and determine the meaning of a words and phrases in a text.  Students will also learn how use a warderly of strategies to read and determine the meaning of a words and phrases in a text.  Students will also learn how use a warderly of strategies to read and determine the meaning of a words and the example of unknown words, in evidence based unique and the example of the pressure of the proportion of the proportion to take and  |  |  |   |   |                               |   |   |
| RL2.1 das and answer such questions as who, whit, where, when, why, and how to demonstrate understanding of two demonstrates understanding of | illiorillation   | •  |   |   |                               |   | L.2.4 applies to each unit.   |
| RL2.1 Ask and answer such questions as who, who, where, where such questions as who, who, where, who down to demonstrate understanding of key details in a text.  Students frace the development of technology from the part to the present in reading, students will continue to practice comprehension strategies, with a particular focus on summarizing the main idea and key details on a low of phrases (e.g., regular between a series of historical and key details on a low of such questions will write a mile rearrant and price of a low of such questions as who, who, where, who words and the series of historical comprehension strategies, with a particular focus on summarizing the main idea and key details of a low of phrases (e.g., regular between a series of historical and key details on a low of such details from a text read aloud or information presented or ally of through other media.  Students will as fear how of such details of any horse (e.g., regular between a series of historical and key details on a low of such as a clue to the meaning of unknown words and phrases (e.g., regular between a series of historical and key details on a low of such as a clue to the meaning of unknown words and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between a series of historical and phrases (e.g., regular between  |  |  |   |   |                               | to each unit  |   |
| R.2.1 Ask and answer such operations a who, when, where, when, why, and how to demonstrate understanding of key details in a text.  10/22/13 to 12/20/13 of (instructional Days; 40.5)  Students trace the development of technology from the past to the present. In reading, students vill. creating the main lobe and key details of a text of the central regularly spelled one symbol and phrases (e.g., regular sources in a text of the remains. In reading, students will person strategies, with a particular focus on summarizing the main lobe and key details of a text of the remain. In reading, students will central results of the remains  |  | each unit.   | RI.2.10 apply to each   | unit.   |                               |   |   |
| such questions as who, whot, where, where, whoth of the same root (e.g., normal in ordered) and properties to read and determine the rearrain ground and such as a such questions as who, whoth, where, whoth, whore, whoth, where, whoth, whoth, where, whoth, and how to demonstrate understanding of words (a) Distinguish long and short vowels when reading regularly spelled one-syllable words.  Students trace the development of technology from the post to the present. In reading, students will as olean how to use a variety of startages, to read and determine the meaning of unknown words. In reading, students will as olean how to use a variety of startages writing, students will use details and illustrations to help their readers better understanding of the readers better understanding of the words.  RL2.2 Describe the overall situation and such the same root (e.g., describe food words and places to read and determine the meaning of unknown words. In evidence based response writing, students will use details and this read that the same root (e.g., describe food words and places to read and determine the meaning of unknown words. In evidence based response writing, students will use details and this read of the readers better understanding of words and places to read and determine the meaning of unknown words. In evidence based response writing, students will use details and this reader and places to read and determine the meaning of unknown words. In evidence based response writing, students will write a market peace of the possible place of the place of the possible place of the place of the place of the possible place of the possible place of the place of the possible pl |  |  | unit.   |   |                               |   |   |
|  | Now and Then  10/22/13 to 12/20/13 (Instructional Days: 40.5)  Students trace the development of technology from the past to the present. In reading, students will continue to practice comprehension strategies, with a particular focus on summarizing the main idea and key details of informational texts. Students will also learn how to use a variety of strategies to read and determine the meaning of unknown words. In evidence based response writing, students will write a narrative piece. Students will use details and illustrations to help their readers better understand | such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its | RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and | phonics and word analysis skills in decoding words. (a) Distinguish long and short vowels when reading regularly spelled one- syllable words. (e) Identify words with inconsistent but common spelling-sound correspondences. (f) Recognize and read grade- appropriate irregularly spelled words.  RF.2.4 Read with sufficient accuracy and fluency to support comprehension. (c) Use context to confirm or self- correct word recognition and understanding, rereading as | efer to forthcoming writing c | conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  (c) Ask for clarification and further explanation as needed about topics and texts under discussion.  SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  SL.2.6 Produce complete sentences when appropriate to task and situation in order | <ul> <li>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>(a) Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>(b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>(e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> <li>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</li> <li>(a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>(b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin,</li> </ul> |

| Unit  | Reading: Literature                            | Reading: Informational            | Reading:   | Writing    | Speaking and Listening   | Language  |
|---|--|-----------------------------------|--|------------|--|---|
| Information   | RL.2.1, RL2.2 and                              | Text                              | Foundational Skills  |            | SL.2.1, SL.2.2, and SL.2.6 apply   | L.2.4 applies to each unit.   |
|   | RL.2.10 apply to                               | RI.2.1, RI.2.2, RI.2.4 and        | RF.2.4 applies to each   |            | to each unit   |   |
|   | each unit.                                     | RI.2.10 apply to each             | unit.  |            |  |   |
|   |  | unit.                             |  |            |  |   |
| 3   | RL.2.1 Ask and answer                          | RI.2.1 Ask and answer such        | RF.2.3 Know and apply grade-level                                  |            | SL.2.1 Participate in collaborative  | L.2.1 Demonstrate command of the conventions of standard  |
|   | such questions as who,                         | questions as who, what, where,    | phonics and word   |            | conversations with diverse partners about  | English grammar and usage when writing or speaking.   |
| Hurricanes, Tornadoes, and                                | what, where, when, why,                        | when, why, and how to             | analysis skills in decoding words.                                 |            | grade 2 topics and texts with peers and  | (a) Use collective nouns (e.g., group).   |
| Blizzards – Oh My!  | and how to demonstrate                         | demonstrate understanding of      | (b) Know spelling-sound  |            | adults in small and larger groups.   | (e) Use adjectives and adverbs, and choose between them   |
| 1/7/14 + - 2/27/14  | understanding of key                           | key details in a text.            | correspondences for  | P.         | (a) Follow agreed-upon rules for discussion  | depending on what is to be modified.  |
| 1/7/14 to 2/27/14<br>(Instructional Days: 34.5)           | details in a text.                             | RI.2.2 Identify the main topic of | additional common vowel teams.  (c) Decode regularly spelled two-  | <u>e</u>   | (e.g., gaining the floor in respectful ways, listening to others with care, speaking one | <b>L.2.2</b> Demonstrate command of the conventions of standard   |
| (Ilistructional Days. 34.3)                               | RL.2.2 Recount stories,                        | a multi-paragraph text as well as | syllable words with long vowels.                                   | fe         | at a time about the topics and texts under   | English capitalization, punctuation, and spelling when writing.   |
| Students will learn the                                   | including fables and                           | the focus of specific paragraphs  | syndole words with long vowels.                                    | <u> </u>   | discussion).   | (c) Use an apostrophe to form contractions and frequently   |
| science behind extreme                                    | folktales from diverse                         | within the text.                  | RF.2.4 Read with sufficient accuracy                               | <u>_</u>   | (b) Build on others' talk in conversations   | occurring possessives.  |
| weather and how extreme                                   | cultures, and determine                        |                                   | and fluency to support   | 0          | by linking their comments to the remarks   | (d) Generalize learned spelling patterns when writing words (e.g.,  |
| weather affects individuals                               | their central message,                         | RI.2.4 Determine the meaning      | comprehension.   |            | of others.   | $cage \rightarrow badge; boy \rightarrow boil$ ).   |
| and communities. In                                       | lesson, or moral.                              | of words and phrases in a text    | (a) Read on-level text with purpose                                | <u>O</u>   | (c) Ask for clarification and further  |   |
| reading, students will focus                              | DI 2 2 December 1                              | relevant to a grade 2 topic or    | and understanding.   | orth       | explanation as needed about topics and   | <b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-  |
| on visualizing key details                                | RL.2.3 Describe how                            | subject area.                     | (b) Read on-level text orally with                                 | <b>5</b>   | texts under discussion.  | meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.              |
| from the text, analyzing text structure, and studying how | characters in a story respond to major events  |                                   | accuracy, appropriate rate, and expression on successive readings. | lacksquare | SL.2.2 Recount or describe key ideas or  | (a) Use sentence-level context as a clue to the meaning of a word   |
| characters respond to                                     | and challenges.                                |                                   | (c) Use context to confirm or self-                                | <u>O</u>   | details from a text read aloud or  | or phrase.  |
| events and challenges. They                               | and enumeriges:                                |                                   | correct word recognition and                                       | min        | information presented orally or through  | (b) Determine the meaning of the new word formed when a   |
| will also infer to determine                              | RL.2.5 Describe the overall                    |                                   | understanding, rereading as  | =.         | other media.   | known prefix is added to a known word (e.g., happy/unhappy,   |
| the meaning of unknown                                    | structure of a story,                          |                                   | necessary.   | l g        |  | tell/retell).   |
| words. In evidence based                                  | including describing how                       |                                   |  |            | <b>SL.2.6</b> Produce complete sentences when  | (c) Use a known root word as a clue to the meaning of an  |
| response writing, students                                | the beginning introduces                       |                                   |  | <b>\</b>   | appropriate to task and situation in order   | unknown word with the same root (e.g., addition, additional).   |
| will write an informational piece. Students should use    | the story and the ending concludes the action. |                                   |  | □ □.       | to provide requested detail or clarification.  | (d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, |
| "mentor texts" from reading                               | concludes the action.                          |                                   |  | writi      |  | housefly; bookshelf, notebook, bookmark).   |
| instruction to help them                                  | RL.2.7 Use information                         |                                   |  |            |  | (e) Use glossaries and beginning dictionaries, both print and   |
| structure their pieces                                    | gained from the                                |                                   |  | <b>oo</b>  |  | digital, to determine or clarify the meaning of words and phrases.  |
| appropriately.  | illustrations and words in a                   |                                   |  | 0          |  |   |
|   | print or digital text to                       |                                   |  | curri      |  |   |
|   | demonstrate                                    |                                   |  | _          |  |   |
|   | understanding of its                           |                                   |  | ⊇.         |  |   |
|   | characters, setting, or plot.                  |                                   |  | $\square$  |  |   |
|   |  |                                   |  | <u> </u>   |  |   |
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|   |  |                                   |  |            |  |   |
|   | <u> </u>                                       |                                   |  |            |  | <u> </u>  |

| Unit   | Reading: Literature                             | Reading: Informational   | Reading:   | Writing    | Speaking and Listening  | Language  |
|--|---|--|--|------------|---|---|
| Information  | RL.2.1, RL2.2 and                               | Text   | Foundational Skills                                      |            | SL.2.1, SL.2.2, and SL.2.6 apply  | L.2.4 applies to each unit.   |
|  | RL.2.10 apply to                                | RI.2.1, RI.2.2, RI.2.4 and                                     | RF.2.4 applies to each                                   |            | to each unit  |   |
|  |   |  | • •  |            | to each unit  |   |
|  | each unit.                                      | RI.2.10 apply to each  | unit.  |            |   |   |
|  |   | unit.  |  |            |   |   |
| 4  | RL.2.1 Ask and answer                           | RI.2.1 Ask and answer such                                     | <b>RF.2.4</b> Read with sufficient accuracy              |            | SL.2.1 Participate in collaborative   | <b>L.2.1</b> Demonstrate command of the conventions of standard   |
| Column Marrows 2   | such questions as who,                          | questions as who, what, where,                                 | and fluency to support                                   |            | conversations with diverse partners about   | English grammar and usage when writing or speaking.   |
| Got the Message?   | what, where, when, why, and how to demonstrate  | when, why, and how to demonstrate understanding of             | comprehension.  (a) Read on-level text with purpose      |            | grade 2 topics and texts with peers and adults in small and larger groups.          | (c) Use reflexive pronouns (e.g., myself, ourselves). (f) Produce, expand, and rearrange complete simple and                        |
| 3/3/14 to 5/8/14   | understanding of key                            | key details in a text.   | and understanding.                                       |            | (a) Follow agreed-upon rules for discussion   | compound sentences (e.g., The boy watched the movie; The little   |
| (Instructional Days: 42.5)                               | details in a text.                              | ,  | (b) Read on-level text orally with                       | D D        | (e.g., gaining the floor in respectful ways,  | boy watched the movie; The action movie was watched by the  |
|  |   | RI.2.2 Identify the main topic of                              | accuracy, appropriate rate, and                          | <b>≈</b>   | listening to others with care, speaking one   | little boy).  |
| Students will compare and                                | RL.2.2 Recount stories,                         | a multi-paragraph text as well as                              | expression on successive readings.                       | <u> </u>   | at a time about the topics and texts under  |   |
| contrast fables, folktales,                              | including fables and                            | the focus of specific paragraphs                               | (c) Use context to confirm or self-                      | <u>@</u>   | discussion).  | <b>L2.2</b> Demonstrate command of the conventions of standard  |
| and fairytales from around the world. In reading,        | folktales from diverse cultures, and determine  | within the text.   | correct word recognition and understanding, rereading as |            | (b) Build on others' talk in conversations by linking their comments to the remarks | English capitalization, punctuation, and spelling when writing.  (e) Consult reference materials, including beginning dictionaries, |
| students will infer to                                   | their central message,                          | RI.2.4 Determine the meaning                                   | necessary.   | to         | of others.  | as needed to check and correct spellings.   |
| determine a fable or                                     | lesson, or moral.                               | of words and phrases in a text                                 | esessa. y.   | ) f        | (c) Ask for clarification and further   | as needed to shook and contest spellings.   |
| folktale's central message or                            |   | relevant to a grade 2 topic or                                 |  | o'i        | explanation as needed about topics and  | L.2.3 Use knowledge of language and its conventions when  |
| a fairytales lesson and make                             | RL.2.6 Acknowledge                              | subject area.  |  | orth       | texts under discussion.   | writing, speaking, reading, or listening.   |
| text-to-text connections.                                | differences in the points of                    |  |  | <u> </u>   |   | (a) Compare formal and informal uses of English.  |
| Students will study multiple versions of the same fable, | view of characters, including by speaking in a  | RI.2.6 Identify the main purpose of a text, including what the |  | 10         | <b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or    | L.2.4 Determine or clarify the meaning of unknown and multiple-   |
| folktale or fairytale to draw                            | different voice for each                        | author wants to answer,  |  | CO         | information presented orally or through   | meaning words and phrases based on grade 2 reading and  |
| out key similarities and                                 | character when reading                          | explain, or describe.  |  | <u> </u>   | other media.  | content, choosing flexibly from an array of strategies.   |
| differences, as well as                                  | dialogue aloud.                                 |  |  | <b>≟</b> . |   | (a) Use sentence-level context as a clue to the meaning of a word   |
| analyze characters' points of                            |   | RI.2.8 Describe how reasons                                    |  | n          | <b>SL.2.4</b> Tell a story or recount an experience                                 | or phrase.  |
| view in paired traditional                               | RL.2.9 Compare and                              | support specific points the                                    |  | 90         | with appropriate facts and relevant,  | (b) Determine the meaning of the new word formed when a   |
| an/or fractured fairytales (e.g., The True Story of the  | contrast two or more versions of the same story | author makes in a text.  |  | writi      | descriptive details, speaking audibly in coherent sentences.                        | known prefix is added to a known word (e.g., happy/unhappy, tell/retell).   |
| Three Little Pigs). In                                   | (e.g., Cinderella stories) by                   | RI.2.9 Compare and contrast the                                |  | ⊇.         | conerent sentences.   | (c) Use a known root word as a clue to the meaning of an  |
| evidence based response                                  | different authors or from                       | most important points  |  | <u> </u>   | <b>SL.2.5</b> Create audio recordings of stories or                                 | unknown word with the same root (e.g., addition, additional).   |
| writing, students will write                             | different cultures.                             | presented by two texts on the                                  |  | <u>ה</u>   | poems; add drawings or other visual   | (d) Use knowledge of the meaning of individual words to predict   |
| an opinion piece. Students                               |   | same topic.  |  | 00         | displays to stories or recounts of  | the meaning of compound words (e.g., birdhouse, lighthouse,   |
| should use digital tools to                              |   |  |  | C          | experiences when appropriate to clarify   | housefly; bookshelf, notebook, bookmark).   |
| publish their pieces.                                    |   |  |  |            | ideas, thoughts, and feelings.  | (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.    |
|  |   |  |  | 7.         | SL.2.6 Produce complete sentences when  | digital, to determine or clarify the meaning of words and phrases.  |
|  |   |  |  | <u> </u>   | appropriate to task and situation in order  |   |
|  |   |  |  | iculu      | to provide requested detail or clarification.                                       | L.2.5 Demonstrate understanding of word relationships and   |
|  |   |  |  | =          |   | nuances in word meanings.   |
|  |   |  |  | <u> </u>   |   | (a) Identify real-life connections between words and their use  |
|  |   |  |  | 3          |   | (e.g., describe foods that are spicy or juicy).   |
|  |   |  |  | •          |   | (b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, |
|  |   |  |  |            |   | slender, skinny, scrawny).  |
|  |   |  |  |            |   | ,   |
|  |   |  |  |            |   |   |
|  |   |  |  |            |   |   |
|  | •   | •  |  |            | •   |   |

| Unit<br>Information  | Reading: Literature<br>RL.2.1, RL2.2 and  | Reading: Informational Text   | Reading:<br>Foundational Skills  | Writing                                  | Speaking and Listening<br>SL.2.1, SL.2.2, and SL.2.6 apply  | Language L.2.4 applies to each unit.  |
|--|---|---|--|--|---|---|
|  | RL.2.10 apply to each unit.   | RI.2.1, RI.2.2, RI.2.4 and RI.2.10 apply to each unit.  | RF.2.4 applies to each unit.   |  | to each unit  |   |
| Exploring Mexico  5/12/14 to 6/19/14 (Instructional Days: 26.5)  Students will learn about different continents, regions, and countries with a specific emphasis on our neighbors Mexico and Canada and explain differences between cultures. In reading, students will continue to compare and contrast by making text-to-text connections. Students will also focus on summarizing individual paragraphs and multi-paragraph texts. In evidence based response writing, students will write an informational piece. Significant time should be devoted to learning how to peer-edit and peer-revise. | RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.  RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  RI.2.8 Describe how reasons support specific points the author makes in a text. | RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.  (b) Know spelling-sound correspondences for additional common vowel teams.  RF.2.4 Read with sufficient accuracy and fluency to support comprehension.  (a) Read on-level text with purpose and understanding.  (b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Refer to forthcoming writing curriculum. | SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  (a) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  (b) Build on others' talk in conversations by linking their comments to the remarks of others.  (c) Ask for clarification and further explanation as needed about topics and texts under discussion.  SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | L.2.4 Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  (a) Use sentence-level context as a clue to the meaning of a word or phrase.  (b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  (c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  (d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).  (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.  L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |